

Teacher Study Part 1**Introduction Rubric: 25 Points**

	0-2 Missing/Unsatisfactory	3-4 Proficient	5 Distinguished
Description of the school	Description of the school omits some of the information asked for in the directions. The information elicited is incomplete and insufficient for developing a complete picture of the school and/or district.	Description of the school includes all of the information asked for in the directions. Information elicited may be insufficient for developing a complete picture of the school and/or district.	Description of the school includes all of the information asked for in the directions. Information elicited was designed to help you become better acquainted with the school and/or district, and present a complete picture of the school environment.
Description of the teacher	Description of the teacher omits some of the information asked for in the directions. The information elicited is incomplete and insufficient for developing a complete picture of the person as an educator.	Description of the teacher includes all of the information asked for in the directions. However, the information elicited may be insufficient for developing a complete picture of the person as an educator.	Description of the teacher includes all of the information asked for in the directions. Information elicited was designed to help you become better acquainted with the teacher selected and present a complete picture of the person as an educator.
Informational elaboration	Information in the written description suggests that your questions did not extend beyond those provided in the directions. Important information is omitted. Evidence suggests that you did not ask follow-up questions designed to “fill in the holes.”	Information in the written description suggests that your questions extended beyond those provided in the directions. Some important information may be omitted. It is evident that some follow-up questions were asked and an attempt is made to “fill in the holes.”	Information in the written description provides clear evidence that you asked thoughtful questions, beyond those provided in the directions. The description indicates the use of follow-up questions and information gathering to “fill in the holes.”
Educational & social implications	Introduction insufficiently or inaccurately describes the educational and social implications for students at this school given the context described. Conclusions may be incorrect and/or lack connection to empirical evidence.	Introduction identifies and describes the educational and social implications for students at this school given the context described. Conclusions are mostly accurate and an attempt is made to connect them to empirical evidence.	Introduction accurately identifies and describes the educational and social implications for students at this school given the context described. Conclusions are based on empirical evidence described in our textbook, readings, or other academic sources.
Professional writing	The introduction lacks fluidity or the appropriate level of formality. It contains numerous grammatical and spelling errors and does not successfully synthesize the foundational information provided in this section. APA format may be omitted or used improperly (i.e., headings, citations, references, page number, etc.). Introduction may not meet minimum page requirements, is not typed, or is not double spaced.	The introduction is accurately written, though it may lack fluidity or the appropriate level of formality. It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the foundational information provided in this section. If appropriate, APA format is used properly (i.e., headings, citations, references, page number, etc.). Introduction meets minimum page requirements, is typed, and double spaced.	The introduction is fluently and professionally written. It is free of any grammatical and spelling errors and demonstrates a strong ability to synthesize the foundational information provided in this section. If appropriate, APA format is used properly (i.e., headings, citations, references, page number, etc.). Introduction exceeds minimum page requirements, is typed, and double spaced.

Teacher Study Part 2: Planning and Teaching for Active Learning (30 Points)

	0-2 Missing/Unsatisfactory	3-4 Proficient	5 Distinguished
Review of CCT: Domains 3&4	Domains 3 & 4 summary is missing or contains inaccuracies; the domain's purpose is not well articulated. Support for the domain is missing, minimal, or is not empirical/peer reviewed; connection to the domain & indicators may be unclear. There is limited/no evidence to suggest your familiarity with the works.	Domains 3 & 4 are briefly and correctly summarized; the domain's purpose is clearly articulated. Support for the domain is provided by an overview of 2 empirical/peer reviewed academic works directly related to the domain indicators. Synthesis of information is attempted, but suggests limited familiarity with the works.	Domains 3 & 4 are briefly, fluidly, and correctly summarized; the domain's purpose is clearly articulated. Support for the domain is provided by an overview of 3 or more empirical/peer reviewed academic works directly related to the domain indicators. Information provided is well synthesized and evidences your familiarity with the works.
Conversation summary	A description of your conversations with the teacher is provided, but lacks focus on how active learning is achieved; connections to Domains 3 & 4 are minimal or absent. Conversation starter questions may be missing.	A description of your conversations with the teacher is provided and focuses on key information related to how active learning is achieved. Description suggests a general connection between Domains 3 & 4 and your discussion questions. Conversation starter questions are included.	A rich description of your conversations with the teacher is provided and focuses on key information related to how active learning is achieved. Description suggests a clear, specific connection between Domain 3 & 4 indicators and your discussion questions. Conversation starter questions are included.
Classroom observation summary	A description of your observation is missing or vague. Description is lacking connections to Domain 3 & 4 indicators, suggesting an unfocused observation. Observation notes may not be included.	A description of your observation is provided, but may lack clarity. Description suggests only a general connection to Domain 3 & 4 indicators. Observation notes are included.	A rich description of your observation provides a "window" into the classroom. Description draws clear connections to Domain 3 & 4 indicators. Observation notes are included.
Observation reflection	Analysis of your observation may be missing identification of and/or elaboration on teacher's strengths, and, when evident, areas for improvement. No connections are made between your conversation and the observation or the language of Domains 3 & 4.	Critical analysis of your observation includes identification of and inconsistent elaboration on teacher's strengths, and, when evident, areas for improvement. Connections/discrepancies between your conversation and observation are generally articulated. Reflection is loosely connected to Domains 3 & 4.	Critical analysis of your observation includes identification of and elaboration on teacher's strengths, and, when evident, areas for improvement. Connections or discrepancies between your conversation and observation are specifically articulated. Reflection is strongly connected to Domains 3 & 4.
Insights	Discussion of insights gained from this study is missing, overly-brief, and/or unclear.	Based on your study of Domains 3 & 4, conversation, and observation, a description of insights you have gained are discussed.	Based on your study of Domains 3 & 4, conversation, and observation, a clear, concise description of insights you have gained are discussed. The description represents a thoughtful, deep reflection.
Professional writing	Writing lacks fluidity or the appropriate level of formality. It contains numerous grammatical and spelling errors and does not successfully synthesize the information provided in this section. APA format may be omitted or used improperly (i.e., headings, citations, references, page number, etc.). Writing may not meet minimum page requirements, is not typed, or is not double spaced.	The writing is accurate, though it may lack fluidity or the appropriate level of formality. It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the information provided in this section. APA format is used properly (i.e., headings, citations, references, page number, etc.). Writing meets minimum page requirements, is typed, and double spaced.	Writing is fluent and professional. It is free of any grammatical and spelling errors and demonstrates a strong ability to synthesize the information provided in this section. APA format is used properly (i.e., headings, citations, references, page number, etc.). Writing exceeds minimum page requirements, is typed, and double spaced.

Teacher Study Part 3: Assessment for Learning (30 Points)

	0-2 Missing/Unsatisfactory	3-4 Proficient	5 Distinguished
Review of CCT: Domain 2	Domain 5 summary is missing or contains inaccuracies; the domain's purpose is not well articulated. Support for the domain is missing, minimal, or is not empirical/peer reviewed; connection to the domain & indicators may be unclear. There is limited/no evidence to suggest your familiarity with the works.	Domain 5 is briefly and correctly summarized; the domain's purpose is clearly articulated. Support for the domain is provided by an overview of 2 empirical/peer reviewed academic works directly related to the domain indicators. Synthesis of information is attempted, but suggests limited familiarity with the works.	Domain 5 is briefly, fluidly, and correctly summarized; the domain's purpose is clearly articulated. Support for the domain is provided by an overview of 3 or more empirical/peer reviewed academic works directly related to the domain indicators. Information provided is well synthesized and evidences your familiarity with the works.
Description of student work	Student work is not described or described in a way that inhibits understanding of the assessment and student outcome objectives. No samples are provided.	Student work is described in a cursory way but context may be minimally described. No samples are provided and there is little connection to student outcome objectives?	Student work is clearly described, samples are provided. Description of the student work includes direct connections to the lesson that was taught and student outcome objectives.
Conversation summary	A description of your conversation with the teacher is provided, but lacks focus on assessment; connections to Domain 5 are minimal or absent. Conversation starter questions may be missing.	A description of your conversation with the teacher is provided and focuses on key information related to assessment. Description suggests a general connection between Domain 5 and your discussion questions. Conversation starter questions are included.	A rich description of your conversation with the teacher is provided and focuses on key information related to assessment. Description suggests a clear, specific connection between Domain 5 indicators and your discussion questions. Conversation starter questions are included.
Discrepancies and similarities with coursework	Description is lacking a critical analysis of your observation, or the analysis fails to sufficiently address identification of and elaboration on connections or discrepancies between your conversation, observations, and discussions of best practice.	An attempt at critical analysis of your observation is made and includes identification of and elaboration on connections or discrepancies between your conversation, observations, and discussions of best practice.	Critical analysis of your observation includes, to high level, identification of and elaboration on connections or discrepancies between your conversation, observations, and discussions of best practice.
Insights	Discussion of insights gained from this study is missing, overly-brief, and/or unclear.	Based on your study of Domain 5, conversation, and observation, a description of insights you have gained are discussed.	Based on your study of Domain 5, conversation, and observation, a clear, concise description of insights you have gained are discussed. The description represents a thoughtful, deep reflection.
Professional writing	The writing lacks fluidity or the appropriate level of formality. It contains numerous grammatical and spelling errors and does not successfully synthesize the information provided in this section. APA format may be omitted or used improperly (i.e., headings, citations, references, page number, etc.). Writing may not meet minimum page requirements, is not typed, or is not double spaced.	The writing is accurate, though it may lack fluidity or the appropriate level of formality. It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the information provided in this section. APA format is used properly (i.e., headings, citations, references, page number, etc.). Writing meets minimum page requirements, is typed, and double spaced.	Writing is fluent and professional. It is free of any grammatical and spelling errors and demonstrates a strong ability to synthesize the information provided in this section. APA format is used properly (i.e., headings, citations, references, page number, etc.). Writing exceeds minimum page requirements, is typed, and double spaced.

Teacher Study Part 5: Culmination (20 Points)

	0-2 Missing/Unsatisfactory	3-4 Proficient	5 Distinguished
Revisions to parts 1-4	Revisions are minimal or non-existent. There is little evidence that instructor comments are heeded. Changes do not suggest an improved understanding of the domain(s), and the empirical/academic information cited is insufficient or does not support the legitimacy of the indicators. Changes do not evidence growth in learning over time.	Revisions are made to all parts of the project, but may evidence inconsistencies in attention to instructor comments, communication of understanding of each domain, and/or empirical/academic information used to support the legitimacy of the indicators within the domain. Changes evidence some growth in learning over time.	Revisions made to all parts of the project reflect attention to comments made by the instructor. Revisions for each section reflect a clear understanding of each domain; provide strong empirical/academic information to support the legitimacy of the indicators within the domain. Changes represent significant growth over time OR refinement of work that was initially strong.
Final Conversation summary	A final conversation is not conducted or does not indicate a connection to questions of personal interest. The description fails to make connections with your learning in the program. Conversation starter questions may be missing.	A description of your conversation with the teacher is provided and focuses on key information related to your questions of personal interest. Description suggests a general connection between the program and your discussion questions. Conversation starter questions are included.	A rich description of your conversation with the teacher is provided and focuses on key information related to your questions of personal interest. Description suggests a clear, specific connection between information learned in the program and your discussion questions. Conversation starter questions are included.
Insights gained from the Teacher Study	Discussion of insights gained from this study is missing, overly-brief, and/or unclear. There is little or no attempt to make connections to course content in EDUC 6604 or other program courses.	Based on your overall study--conversations and observations--a clear, concise description of insights you have gained are discussed (i.e., I used to think...now I think...about being a teacher). Description evidences an attempt at making connections to course content in EDUC 6604 and, if applicable, content from other program courses.	Based on your overall study--conversations and observations--a clear, concise description of insights you have gained are discussed (i.e., I used to think...now I think...about being a teacher). Description evidences deep thinking and connections to course content in EDUC 6604 and, if applicable, content from other program courses.
Professional writing	The writing lacks fluidity or the appropriate level of formality. It contains numerous grammatical and spelling errors and does not successfully synthesize the information provided in this section. APA format may be omitted or used improperly (i.e., headings, citations, references, page number, etc.). Writing may not meet minimum page requirements, is not typed, or is not double spaced.	The writing is accurate, though it may lack fluidity or the appropriate level of formality. It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the information provided in this section. APA format is used properly (i.e., headings, citations, references, page number, etc.). Writing meets minimum page requirements, is typed, and double spaced.	Writing is fluent and professional. It is free of any grammatical and spelling errors and demonstrates a strong ability to synthesize the information provided in this section. APA format is used properly (i.e., headings, citations, references, page number, etc.). Writing exceeds minimum page requirements, is typed, and double spaced.